



ACT
Government
Education

**EXTERNAL REVIEW
REPORT for
WANNIASSA SCHOOL**

2016

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Introduction: Overview of the School Review Process

As part of the Territory's school improvement approach, public schools and colleges in the Australian Capital Territory are required to participate in an external review process every five years. This document captures the findings of the panel during this cycle of school review.

In broad terms, the panel sought to determine, through evaluation and validation, the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges in the context of a continuously improving educational environment.

The external review was conducted over three days and involved a wide variety of data gathering approaches including observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the National School Improvement Tool that informed our commendations and recommendations.

Section A: School Context

Wanniassa School has experienced significant change across the four years as recorded in the School Plan. School leadership teams have been a major contributing factor in the change process with several principals and acting principals, deputies and executive teachers creating a number of different teams. A newly aligned leadership team is now focussed on:

- Personalised learning
- Knowing all students
- Student pathways
- Embedding a whole school ethos.

There are currently 467 students enrolled in the school from the neighbouring suburbs of Oxley, Monash, Greenway and Wanniassa. There has been a decline of 55 students (11 percent) since 2013 in the total enrolment. The decrease is partially attributed to a community perception of the school, however, the new leadership team is proactively working to build confidence in teaching and learning programs including a wide range of educational experiences for students.

This school spreads across two campuses, with a shared green space separating the junior campus and the senior campus. A preschool is situated alongside the junior site offering a Koori preschool and a mainstream preschool. Cross campus learning opportunities are emerging evidenced by senior campus teachers providing junior campus teachers with their release time, thus building familiarisation with and an affinity for the specialised programs on the senior campus such as visual arts and cooking.

The school hosts an achievement centre which is a specialised system program for Years 7 and 8 students who require a different structure of learning with intensive literacy and numeracy support. This learning space is now known as LAND (Literacy and Numeracy Development). Some students benefit from placement in a Learning Support Unit and a Learning Support Centre; the structure of these units is changing to accommodate student need and resourcing requirements. Eleven percent of the student population have English as an Additional Language or Dialect with these students representing 19 different nationalities. The school supports these students to further acquire English with in-class and small group support.

The Index of Community Socio-economic Advantage scores of the community have remained consistent across this period, slightly increasing from 996 to 998.

Forty eight percent of the current teaching staff were members of staff in 2012. The leadership team has undergone significant change, with the new principal reassigning executive teachers to various priority areas: three on the junior campus, for P-1, 2-3 and 4-6 year levels and six on the senior campus. Executive teachers on the senior campus have a portfolio of leadership responsibility comprising year level responsibilities with those of teaching expertise.

The school promotes the key values of respect, taking responsibility and resilience. These values can be witnessed through strong teacher-student relationships. In 2015, 94 percent of teachers stated in the School Satisfaction Survey that teachers at this school treat students fairly. Adding to this is evidence of positive values education and restorative justice practice which has shaped the relational philosophy of the school.

Senior students in the school benefit from a learning philosophy previously known as 'Big Picture.' This has evolved from a strong platform of developing life-long learning skills through a personalised learning approach including trades training, work experience, learning through internships and mentoring opportunities in the workplace. Parents confirm there are respectful and productive relationships between students and teachers who are carving future pathways in partnership with business and the community.

Learning spaces across P-10 are flexible and are built to align with pedagogies, for example, guided reading groups in the junior campus where whole age cohorts are grouped according to need and catered for with extra teachers joining the core team to maximise instruction. On the senior campus, new year-level communal spaces have been designed and built to create a sense of belonging.

Section B: School Performance

Wanniassa School has three priorities covering the life of their Strategic Plan:

- Improve literacy and numeracy outcomes for all students
- Strengthen curriculum practices
- Continue to build a positive school culture and culture of learning.

The academic achievements of the students of Wanniassa School as measured by the National Assessment Program Literacy and Numeracy (NAPLAN) have been varied in this planning cycle, with results mostly above the Tuggeranong mean, and at times above the ACT average, particularly in 2015.

In terms of growth from Year 3 to Year 5, there is a strong outcome in both reading and numeracy as the growth is greater than the network average and ACT average between 2012 and 2014. This was not the case in 2015 where students achieving equal to or expected growth declined. Performance Indicators in Primary Schools data indicates that in all years (with the exception of 2014) in reading, Wanniassa students started below the ACT average and ended above the ACT average, demonstrating the same or greater growth than the ACT average, in each of the three years of the plan. The preschool received “exceeding” from the recent National Quality Standards review.

The panel commends the school for the professional learning and aligned resourcing of staff in the area of reading which has contributed to some improved results.

In response to Wanniassa School’s overall Year 9 performance in NAPLAN scores in 2015, the school is aware of the need to address a sharpened focus on the Australian Curriculum to improve teaching and learning expectations across all key learning areas.

The panel noted a difference in the learning environments of each campus. Generally, the junior campus has high functioning and productive classrooms. The shared responsibility of open learning spaces is a strength evidenced by all students being engaged with purposeful learning. The panel saw rich evidence of strong student-teacher relationships which makes for a positive narrative of school culture when belonging and a sense of community is the priority. The environment is now ready for a more sharpened focus on academic success for junior students with intentional forward planning and development of an understanding of the Australian Curriculum and how to sequence learning from Kindergarten to Year 6. The panel noted a range of expectations across classrooms on the senior campus. The panel observed concerning behaviours in some classrooms. It is in these classrooms that learning is not always the priority.

School Satisfaction Survey (SSS) results from parents and discussions with parents show there is overall high gratitude for the ways teachers know, care for and respect their child. This is a long standing strength of Wanniassa School demonstrating 95%, 91% and 90% satisfaction across three years. All stakeholders in the SSS were aligned in their view that student behaviour at the school is not well managed, reiterating the need for attention to this area to build a platform for raised expectations behaviourally for a ‘flow on’ effect on academic achievement. In 2015, similarly, teachers acknowledge strength in teacher-student relationships, caring for wellbeing and motivating students to learn.

Teachers reported experiencing low levels of satisfaction with support at school including both useful feedback and overall support. This marries with the panel’s perception of staff, following interviews that there is disconnect across campuses and there is a yearning for direction and increased executive involvement.

Enrolment data indicates a decline of 55 students across the past four years. Suspension data indicates that from 2014 onwards, there was a dramatic rise of suspensions, ranging from 22 in 2014 to 60 in 2015, with 13 suspensions to date in 2016.

Wanniassa School reports to parents through end of term progress reports, end of semester and end of year reports. Interviews with parents occur throughout the year. 'Learning Journeys' occur on the junior campus and are well attended by parents and carers. Individualised projects are celebrated on the senior campus by students showcasing their project based work with teachers and parents in a small group forum. This is positively endorsed by parents as an 'eye opening look' into their child's mechanics of learning. Individual Learning Plans for students with diagnosed disabilities are created by teachers and uploaded to the school G drive. This can be accessed by teachers, but the panel discovered that they are not widely used. Personalised Learning Programs for all Aboriginal and Torres Strait Islander students are designed by the teacher and parent. Using these goals and other data the school has introduced a weekly homework club.

Teachers will benefit from an increased repertoire of assessment, paying accurate attention to pertinent types of assessment to clearly establish areas of giftedness in students, in order to then better cater for them, as an issue of equity.

Evidence cited

- My School NAPLAN data
- School Satisfaction Surveys
- Reading benchmark data
- Performance indicators in primary schools
- Teacher interviews
- Classroom visits
- Individual and Personalised Learning Plans
- School Summative Evaluation Report 2016
- Suspension data
- Enrolment data
- Literacy and numeracy plans 2014 – 2016
- Literacy practices

Section C: School Improvement Planning and Implementation

Priority Areas

Wanniassa School identified three priorities for improvement which remained consistent across the life of the plan:

- Improve literacy and numeracy outcomes for all students
- Strengthen curriculum practices
- Continue to build a positive school culture and culture of learning.

The Wanniassa School new senior leadership team is aligned with the three core elements of the Tuggeranong Network Ecosystem Plan of personalised learning, knowing all students and student pathways. The priorities and elements align with the Directorate goals and initiatives. The board was involved in robust discussions presented by the current principal around the strategies to focus on for 2016.

Achievements

Strategic Priority 1: Improve literacy and numeracy outcomes for all students.

The performance measures used by Wanniassa School to measure Priority 1 were: NAPLAN (Years 3,5,7,9), PIPS (Kindergarten), and a wide range of school based data including BEE Spelling, M100W, South Australian Spelling, First Steps writing, PM Reading Benchmarks, Middle Years Mental Computation, Count Me In Too. Targets were established each year and included performance measures against NAPLAN, professional learning, school satisfaction, A-E grades.

On analysing NAPLAN data, the panel found that many school targets were met or exceeded for Year 3, Year 5 and Year 7 in reading and numeracy 2013 to 2015.

The panel suggests the percentage of students achieving growth remain a focus for the school and that the school would benefit from exposure to an aligned suite of assessment tools. Year 9 remains an area for further development and attention. The panel recommends the newly established leadership team to upskill the broader executive team with the importance of aligned assessments, teaching pedagogies and a culture of high expectations, based on solid understanding of what is academically expected at each stage of learning.

The panel noted that the school did not meet its targets for reading benchmark data. The panel suggests the school produces curriculum documents that accurately reflect the Australian Curriculum achievement standards and investigate how to build a streamlined whole school focus of differentiation. The panel could not identify any consistent evidence from across the school to endorse deliberate attention to improve numeracy across the life of this plan.

Strategic Priority 2: Strengthen curriculum practices

The targets for this priority were highly aspirational with expectations that 100 percent of staff would be using the Australian Curriculum, fully aligning and ensuring all elements such as the General Capabilities and Aboriginal and Torres Strait Islander (ATSI) perspectives are evident. The leadership team express this will form much of their new improvement agenda.

Professional learning has occurred widely across the school for the life of this plan. Many new initiatives have been introduced to support the understanding and development of: scaffolded literacy, Google Apps for Education, writing, reading and Engoori. However, the panel has discovered through discussions with staff that not all initiatives have progressed and this leaves

pockets of practices to be open to interpretation, rather than a completely aligned path forwards.

The panel promotes the urgency for work to be undertaken for the teaching staff to have clear guidelines around curriculum, planning and assessment in a whole school document. The school needs to develop an understanding of AC 8.1 and develop consistent documentation to demonstrate all students are accessing the AC and are being assessed against agreed Achievement Standards. The leadership team agree this will be an immediate focus.

The third strategy was to embed ICT into teaching and learning to support the multi-modal delivery of the curriculum. Teacher satisfaction related to the use of learning technologies as an integral part of learning and teaching in the classroom showed strong growth from 2013-2014. In 2015, a decrease from 93 percent to 73 percent was noted. As a consequence the leadership team followed a system priority of ensuring a representative group of teachers attended system professional development for Google Apps for Education. Upskilling all staff, introduction of assistive technologies for students with additional needs, purchasing devices, providing secure storage for those devices will all aid in the growth to ensure technologies are embedded.

Strategic Priority 3: Continue to build a positive school culture and a culture of learning

In determining progress against this priority, Wanniasa School used School Satisfaction Surveys as a key tool to determine targets.

Targets set to increase the amount of students feeling safe, being motivated to learn and students' opinions being taken seriously, failed to be met. The leadership team understand the need to improve student engagement on the senior campus and the need for a whole school behaviour management policy for use by all staff members. Teachers have expressed that the culture in the junior campus is a warm, inviting and friendly environment, and the family focussed service begins strongly in the preschool classrooms.

The target set in 2015 for 90 percent of students to have participation in personalised learning reports with sharing of learning with an audience was highly successful. This was reinforced by parents through interviews that this approach is highly valued and supported.

Data collected to show increased attendance by ATSI students has been varied across the life of the plan. There is an increase of attendance for some individual students. The panel commends the school for introducing a variety of supports into the school to boost confidence and motivation for targeted ATSI students to attend regularly, which include project based learning around personal interests, an Aboriginal Liaison Officer, Youth Worker and homework club.

Reflections

At the end of each year the school reflected on its progress and School Board Reports were developed for each year of the planning cycle. Because of the substantial changes to the senior executive team at the school in 2015/2016 (with a newly appointed principal and two deputy principals), reflection on overall school performance across the life of the plan was not clearly articulated to the panel. The newly developed team has worked hard to recruit a number of new staff members committed to the improvement agenda as articulated in the 2016 Annual Action Plan. The senior executive team was very committed to the review process and reflective in their discussions. They expressed a desire for a very comprehensive report that will support the new executive team in identifying a very clear focus for improvement for the next planning cycle.

Evidence cited

- School Strategic Plan 2013-2016
- Annual operating plans
- School board reports
- Board member interview
- Student, parent and staff interviews
- Wanniasa School Summative Evaluation Report 2016 and supporting documentation

Section D: National Tools Self-Evaluation Results

In term one 2016, the executive team of Wanniasa School met a number of times to examine the National School Improvement Tool (NSIT). In teams of three, during these meetings, key staff reflected and highlighted, for each domain, the elements that best described the school. The executive team reflected further on the NSIT in early term two, revisiting their evaluation and making adjustments after considering some initiatives that had been implemented during the year. A focus for this second evaluation process was a discussion about what evidence had been taken into consideration to make determinations. Consequently, following the second evaluation, the executive team made some adjustments to their determinations.

The panel largely agreed with the executive team's findings of the school self-assessment.

National School Improvement Tool

In reviewing the school's journey against the NSIT, the review panel spoke with a number of staff, parents and students in the school.

The panel noted the following in relation to the **Explicit Improvement Agenda** domain.

- *The school leadership team is clearly committed to finding ways to improve on current student outcomes.*
- *The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school wide approach (e.g. plans for improvement may lack coherence, be short term or without a whole school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work.*
- *Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic.*

Comments and Findings

It was evident that Wanniasa School had engaged with the school board and staff to develop the school's strategic plan and subsequent annual plans. The annual plan for 2016 is the fourth and final before developing the next strategic plan. Targets for each priority, responsibilities for implementation, indicators for success and timelines, are evident in each plan, however some of the strategies for each priority, do not appear to have been rigorously actioned. Teachers are aware of the broad directions of the strategic plan, but there was a general lack of clarity about the priorities and the changes in practice required to achieve school targets.

Within the **Analysis and Discussion of Data** domain, the panel verified the following.

- *School leaders pay close attention to data provided to them about the performance of the school (e.g. NAPLAN results) and identify areas in which the school is performing relatively poorly or well.*
- *Tests (e.g. commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.*
- *An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.*
- *Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.*
- *School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in- depth discussions of teaching practices and school processes. Information about the school's performance is communicated to the school community.*

Comments and Findings

There is evidence of some teachers using diagnostic and formative assessment to identify gaps in learning, discussing this data in teaching teams and making adjustments to teaching, particularly on the junior campus. Data collections are sporadic without a whole of school approach although data sets, e.g. NAPLAN, have been presented to staff for discussion and analysis. The school board is actively involved in discussions about whole of school data and strategic planning.

With respect to **A Culture that Promotes Learning** domain, the panel noted the following.

- *Classrooms are generally orderly, although some are more so than others. Non-attendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.*
- *Staff morale is satisfactory.*

Comments and Findings

In discussions with staff, parents and students it is evident that the school is still working to develop a 'one school' ethos and some of the challenges of this journey has had impact on staff morale. The school executive team is working to build a collegial 'one school' culture across both campuses, however some staff articulate that there is still some disconnect between the campuses. There were notable differences in behaviour, high expectations and engagement at each campus. The school continues to challenge a negative perception of the school in the community and is working to change these perceptions.

Respectful and caring relationships are evident in the school. Students and parents alike articulate that teachers know their students well and care about their wellbeing. In some classrooms there is purposeful learning in safe and respectful environments, however, in others behaviour is significantly impacting on learning. In School Satisfaction Survey data, low percentages of students and staff are satisfied with the way behaviour is managed at the school. However, despite the data parents in interviews have commended staff on the way in which concerns about student behaviour have been managed promptly and effectively. There is no evidence of a policy that articulates the rights and responsibilities of members of the school community and procedures for managing behaviour in the school. At the junior campus, explicit teaching of the values of the school is evident. There is evidence of teaching teams that are working productively and collegially and teachers speak highly of the mutual support offered to each other. Students expressed that they were motivated to learn through participation in their personalised project work.

The panel noted the following in relation to the **Targeted Use of Resources** domain.

- *The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs.*
- *Teachers do not routinely administer tests to better understand specific learning difficulties (e.g. problems in learning to read) or individual learning needs (e.g. LBOTE, gifted).*
- *There are very few school-wide programs or policies designed to address the learning needs of particular student groups (e.g. gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms but there are very few agreed school-wide strategies for doing this.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

Comments and Findings

Flexible and purposeful classroom spaces support learning and resources have been allocated to improve these environments for students throughout the school. There was evidence of pre and post testing using a range of diagnostic and standardised test instruments and some data walls have been created to monitor growth, although these have not necessarily been updated regularly across the school. There is no systematic process for identifying and addressing the needs of all students, and in particular the panel could not find evidence that clear processes have been implemented to identify and cater for the learning needs of all EALD and gifted

students. A learning support centre and unit have operated in the school to support the needs of students with learning difficulties and/or disabilities and additional support is designated to specific classrooms to support student learning based on assessment results. The wellbeing of students is a priority and human resources have been allocated to support this need. An achievement centre supports the needs of students highly disengaged in learning and resources have been allocated to support this program. Individual learning plans have been developed for some identified students.

Within the **An Expert Teaching Team** domain, the panel verified the following.

- *The school undertakes professional learning activities.*
- *The principal and leadership team are seen as supportive of, but not generally involved in the day-to-day practice and learning of teachers.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *Attention is paid to strengths and weaknesses in the school- wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.*
- *Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.*

Comments and Findings

The panel found that in this strategic planning cycle, some members of staff with expertise in literacy were appointed or identified in the school and supported colleagues to improve their practice in this priority area. This focus aligned with the school priority of 'improved literacy and numeracy outcomes for all students'. There was also evidence of informal coaching in the gradual release of responsibility, mental computation and the embedding of ICT. Teachers have professional pathways plans and identify goals aligned to school priorities and one personal goal for growth. These plans are reviewed by supervisors biannually. Some staff reported that these plans supported their growth, while for others they were not a meaningful tool for critical self reflection.

The school executive team has engaged in professional development to build their capacity in coaching and articulated in the review that the coaching of others is a priority area of focus for them in building a culture of continuous professional improvement.

In the junior school there is shared responsibility for learning and success through whole of campus professional learning about formative assessment. Within teaching teams, there is evidence of teachers collaboratively planning, sharing and reflecting. There was no evidence of a professional learning plan linking the professional development activities to the school's improvement agenda.

In the domain **Systematic Curriculum Delivery**, the panel noted the following.

- *The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.*
- *School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school wide strategies are in place to drive a consistent approach.*
- *Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.*

Comments and Findings

The panel collected and reviewed a range of planning documents at Wanniasa School and found that not all current planning and reporting documents are aligned to all elements of the Australian Curriculum. Planning is developed in isolation, either individually or in small groups and there is no evidence of a whole of school plan that drives teacher planning, and not only ensures vertical alignment, but alignment between, curriculum, assessment and reporting. The panel found that the current timetable structure, particularly in the senior campus, would make it difficult for teachers to address the requirements of the Australian Curriculum.

In consideration of the domain **Differentiated Teaching and Learning**, the panel found the following.

- *School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.*
- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school- wide expectation.*
- *Some use is made of differentiated teaching (e.g. differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students.*
- *Reports to parents generally do not show progress or provide guidance to parents on actions they might take.*

Comments and Findings

Teachers at Wanniasa School work very hard to know their students well. The panel met with two student representative groups, and two groups of parents and there was clear evidence that both students and parents believed that teachers knew students well. Differentiated structures are in place (grouping) to support the learning needs of students in literacy and numeracy and enrichment writing opportunities are offered to some students. A whole of junior campus focus on using formative assessment strategies is developing an understanding of the gaps in learning for students. Through pre and post assessment, some teachers are working at understanding where students are in their learning. There are some examples of teachers adapting their

teaching and providing differentiated learning experiences however, adjustments are not systematically documented. Interventions are in place for students identified as requiring additional support.

The panel recognised that, through the personalised learning approach for students at the senior campus where students select an area of interest, map this topic, research it and then develop a report which is formally presented, engagement in learning is enhanced.

The panel noted the following regarding the domain **Effective Pedagogical Practices**.

- *School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.*
- *There is a particular focus on improved teaching methods in reading, writing, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*
- *There is some clarity about what students are expected to learn, but a lack of balance in teaching methods.*
- *Timely feedback to guide student action are key elements of the school's push for improved teaching and learning.*

Comments and Findings

The panel reviewed key documentation provided and there was evidence of staff participation in a range of professional development about effective teaching practices. Effective teaching practices in reading and writing have been a focus for discussion and professional development, particularly at the junior campus. Evidence based teaching practices through incorporating digital technologies including BYOD, iPads and IWB's regularly in classroom learning experiences is maximising student learning. Play based learning is an established pedagogical approach in the early childhood classes. The Wanniasa School executive team have not yet identified which research based teaching practices should be evident in all classrooms.

Teachers expressed a desire for the principal and other school leaders to spend time in classrooms observing and discussing pedagogical practices. Students spoke very positively about the high levels of support and the regular feedback that they receive from their teachers.

In the final domain **School-Community Partnerships**, the panel found the following.

- *The school has external partnerships but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these partnerships tend to be mutually convenient arrangements (eg, exchanges of expertise or the sharing of facilities between institutions or organisations). Such partnerships often are established by individual members of staff and have limited whole-school support or engagement.*

- *The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent.*
- *No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.*

Comments and Findings

The Wanniasa School community has worked to source links with local community organisations, churches and businesses and the panel found evidence of a number of these that have been established and/or maintained in this strategic planning cycle, including but not limited to Rotary, Smith Family, local businesses for work experience, ANU and Companion House. Both the school board and P&C are active in the school and the P&C has reached out to the local community to provide resources to support fundraising to enhance resources and facilities. Parents and families are recognised as integral members of the community and through processes like the 'three way conversations', parents are encouraged to be partners in their children's education. The school is reaching out to local feeder primary schools through a range of initiatives and through transition activities between the junior and senior campus, to establish Wanniasa as the school of choice in the local area.

National Safe Schools Framework: School Audit Tool

This was not able to be found by the current school executive team.

Section E: Commendations and Recommendations

Commendations

Wanniassa School is commended for the following.

1. Teaching staff are to be commended for how they support and encourage each other and this has brought about a sense of belonging to the school amongst staff. Strong staff-student relationships are a long standing feature of Wanniassa School and parents speak very highly of the way teachers know their children, care about their well-being and learning. Teachers have worked hard to create flexible and vibrant learning spaces to value student learning and shape a strong sense of belonging.
2. The principal and newly established executive team is building a united leadership team to drive positive change, having impact in small teams initially, as a first step in building whole school philosophies. This leadership team is committed to building a much stronger 'one school' ethos and is exploring how through structures, policies, rituals and symbols, the two campuses merge as a single identity.
3. Students on the junior campus experience a positive, safe, very calm and supportive learning environment and purposeful, successful learning is evident. There are few obvious behavioural or engagement problems and behaviour management takes up very little, if any time of school leaders and classroom teachers.
4. To increase engagement in learning and improve student learning outcomes, the school is focussing on a whole of school approach in personalising learning for students. In three way conversations between teacher, student and parent, discussions focus on identifying areas of interest and setting learning goals for each child for the year. The learning journeys P to 6, round tables Years 7 to 8 and exhibitions Years 9 to 10 supports this priority of personalising learning for each child. Participation in personalised learning projects on the senior campus has brought about increased productivity and confidence for learning for many students.
5. Parents have confidence in the leadership team, teachers and administrative staff and state that their concerns are listened to, acted upon and communicated in a timely and highly satisfactory manner.
6. In this strategic planning cycle, a range of strategies have been implemented to support improvement in literacy and numeracy resulting in the school meeting or exceeding network and system means in some elements of NAPLAN. For example, in terms of growth from Year 3 to Year 5, there is a good outcome in both reading and numeracy as the growth is greater than the network and ACT between 2012 and 2014. The panel commends the school for the professional learning and aligned resourcing of staff in the area of reading which has contributed to these improved results.

Recommendations

The panel recommends Wanniassa School pays attention to the following opportunities for improvement during the next planning cycle.

1. Develop a more explicit school improvement agenda so that it has clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole school's attention on these priorities. Further develop the leadership structure of the school to more clearly defined roles, responsibilities and accountabilities that ensure the improvement agenda becomes systematically embedded in practice.
2. Decide which data sets will be pertinent for Wanniassa School and then document a data collection plan and timetable for the annual collection, communication, analysis and use of individual student performance data. Continue to support teachers as they strengthen their skills to interpret and use this data as a tool to build their differentiated teaching strategies.
3. Develop a common and agreed understanding of how the Australian Curriculum is to be delivered at Wanniassa School. Develop a whole of school curriculum plan to ensure a vertical alignment of the curriculum across both campuses. Ensure that all curriculum documents in all key learning areas are fully aligned with the requirements of the Australian Curriculum, that scheduling of key learning areas meets the recommended time allocations, and that the documented curriculum is being enacted in all classrooms.
4. Formalise a whole of school approach to establishing and maintaining a learning environment that is safe and respectful that includes clear policies and procedures, and continue to build a culture of high expectation for learning and behaviour.
5. Build the capacity of, and opportunity for, teachers to visit each other's classes, learn from each other, receive quality feedback and use that feedback to reflect upon, and improve classroom learning.
6. Research and review teaching strategies that have been demonstrated to be highly effective. Use the review and discussions with teachers to identify and implement an appropriate pedagogical model.
7. Continue to build a shared understanding of differentiation and ensure that it is a feature of every teacher's classroom practice, characterised by the regular use of data to determine the strengths and weaknesses of individual students and as starting points for teaching. Ensure that teachers consistently document these adjustments into their planning and that there are processes for tracking students from preschool to year 10.
8. Continue to develop a systematic process for identifying and addressing the needs of learners, with particular attention to the needs of EALD and Gifted and Talented students.

Section F: Record of School Review Process

The following people were members of the external School Review Panel for Wanniasa School conducted on 19-21 July 2016.

Name: Christina Rogers	ACER: Lead Reviewer
Name: Kate Smith	School: Principal, Hughes Primary School

As chair of the Panel I endorse that this is a true and accurate record of the findings from the external School Review process.

Name: Christina Rogers	
Signature: 	Date: 7 1 9 1 16

As Principal of Wanniasa School I accept the School Review Report on behalf of the school community.

Name: Shane Gorman	
Signature: 	Date: 2 1 9 1 2016